



# AHIS345

## Ancient Near Eastern Documents

S1 Day 2015

*Dept of Ancient History*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Policies and Procedures</u></a>	5
<a href="#"><u>Graduate Capabilities</u></a>	6

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Stephen Llewelyn

[stephen.llewelyn@mq.edu.au](mailto:stephen.llewelyn@mq.edu.au)

Credit points

3

Prerequisites

Permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description

Students can choose between an option in West Semitic languages or Egyptian religious texts (Session 1 or in Late Egyptian (Session 2). West Semitic languages: In the past decade literacy has become a key issue in the debate over state formation and the historical reliability of the biblical record. Documentary texts in West Semitic languages have been important pieces of evidence in the debate. This unit is an extension unit to AHIS259 for those interested in reading documentary texts in Hebrew, Moabite and Aramaic. This unit is of particular interest to students who wish to study in greater detail the history of Ancient Israel and Judah. Texts are translated from their original languages with a focus on palaeography, grammar and historical context. The convenor and contact person is Dr Stephen Llewelyn. Egyptian Religious Documents: Original sources in the hieroglyphic script dealing with Egyptian religion will be studied. Selections from the Pyramid Texts, the Coffin Texts and the Book of the Dead will be read as well as a number of hymns and prayers from the Middle and New Kingdoms. As well as considering their religious content, the grammar, genre and literary structure of the texts will also be analysed. The convenor and contact person is Associate Professor Boyo Ockinga.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- i) Identify and recall grammatical structures of relevant language at advanced level
- ii) Recognize and memorize advanced vocabulary of relevant language

- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools
- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- vii) Analyse the significance of languages for the study of relevant ancient cultures

## General Assessment Information

'Preparation of weekly text' (30%) will be assessed by 10 class quizzes that will focus on the student's ability to translate and explain grammatical features in the selected text. These will be short tests of 10 minutes each. If for some reason a student is unable to attend the test, (s)he will need to explain why and alternate arrangement to sit the test may be arranged.

The minor and major essays will be assessed against the criteria of content (e.g. awareness of issues and secondary literature), analysis (e.g. interpretation and ability to explain or propose cogent modelling) and presentation (grammar, spelling etc.). The three criteria will be assessed at 40%, 40% and 20% respectively. As the material that the student will be working on will most probably have already been covered in class, the student can use the class discussion to guide his/her work but will also need to go into further detail and analysis. To assist in this the student should ask the tutor for direction, if needed. The two essays will be submitted in class during the week the assignment falls due.

There is no formal examination.

The grades are as follow: High distinction  $\geq 85\%$ ; Distinction  $\geq 75\%$ ; Credit  $\geq 65\%$ ; and Pass  $\geq 50\%$

To successfully complete the unit the student will need to gain a Pass or better.

If a student is unable to complete an assessment task by the due date, (s)he should show cause why and seek an extension. A penalty of 5% per week may apply, depending on the reason for seeking the extension.

## Assessment Tasks

Name	Weighting	Due
<u>Preparation of weekly text</u>	30%	Continuous
<u>Minor assignment</u>	25%	Week 8
<u>Major assignment</u>	45%	Week 13

### Preparation of weekly text

Due: **Continuous**

Weighting: **30%**

Over the semester a number of texts will be read and analysed in class. Students need to prepare these in advance and be prepared to translate and answer linguistic questions on them.

On successful completion you will be able to:

- i) Identify and recall grammatical structures of relevant language at advanced level
- ii) Recognize and memorize advanced vocabulary of relevant language
- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools
- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts

## Minor assignment

Due: **Week 8**

Weighting: **25%**

The student will translate and offer a critical commentary on one of the texts studied in class in the first half of the semester.

On successful completion you will be able to:

- i) Identify and recall grammatical structures of relevant language at advanced level
- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools
- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- vii) Analyse the significance of languages for the study of relevant ancient cultures

## Major assignment

Due: **Week 13**

Weighting: **45%**

The student in discussion with the teacher will select a document and write on the various aspects of the text and its physical presentation.

On successful completion you will be able to:

- i) Identify and recall grammatical structures of relevant language at advanced level
- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools

- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- vii) Analyse the significance of languages for the study of relevant ancient cultures

## Delivery and Resources

There will be 2 face to face hours per week.

There is no set text for this unit, but students will be given photocopies of the texts to prepare on a weekly basis.

The students will be expected to familiarise themselves with standard grammars (e.g. Gesenius' Hebrew Grammar) and lexicons of the Hebrew language (e.g. Hebrew and Aramaic Lexicon of the Old Testament = HALOT).

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

[dents.mq.edu.au/support/](https://unitguides.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](https://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts

### Assessment tasks

- Preparation of weekly text
- Minor assignment
- Major assignment

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- i) Identify and recall grammatical structures of relevant language at advanced level
- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools
- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- vii) Analyse the significance of languages for the study of relevant ancient cultures

### Assessment tasks

- Preparation of weekly text
- Minor assignment
- Major assignment

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- iv) Explore and appraise relevant grammatical and lexical reference tools
- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- vii) Analyse the significance of languages for the study of relevant ancient cultures

### Assessment tasks

- Preparation of weekly text

- Major assignment

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- i) Identify and recall grammatical structures of relevant language at advanced level
- ii) Recognize and memorize advanced vocabulary of relevant language
- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts

### Assessment tasks

- Preparation of weekly text
- Minor assignment
- Major assignment

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- i) Identify and recall grammatical structures of relevant language at advanced level
- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools
- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts



## Assessment tasks

- Preparation of weekly text
- Minor assignment
- Major assignment

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- i) Identify and recall grammatical structures of relevant language at advanced level
- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools
- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts

## Assessment tasks

- Preparation of weekly text
- Minor assignment
- Major assignment

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- i) Identify and recall grammatical structures of relevant language at advanced level
- ii) Recognize and memorize advanced vocabulary of relevant language
- iii) Assess the grammar required for the translation of texts appropriate to level of study
- iv) Explore and appraise relevant grammatical and lexical reference tools

- v) Employ linguistic metalanguage
- vi) Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- vii) Analyse the significance of languages for the study of relevant ancient cultures

### **Assessment tasks**

- Preparation of weekly text
- Minor assignment
- Major assignment

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Learning outcome**

- vii) Analyse the significance of languages for the study of relevant ancient cultures

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcome**

- vii) Analyse the significance of languages for the study of relevant ancient cultures

### **Assessment task**

- Major assignment